

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 School Transformation Fund - Planning		
Program authority:	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	July 9, 2018 to May 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEA'S ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">MAY 29 AM 10:25</div>
Application deadline:	5:00 p.m. Central Time, May 29, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Austin ISD	227-901	Multiple	
Vendor ID #	ESC Region #		DUNS #
1746000064	13		0769337460000
Mailing address		City	State ZIP Code
1111 W. 6 th St.		Austin	TX 78703
Primary Contact			
First name	M.I.	Last name	Title
Ami		Cortes-Castillo	Director, Early Childhood
Telephone #	Email address		FAX #
512-414-4740	ami.cortes@austinisd.org		512-414-9879
Secondary Contact			
First name	M.I.	Last name	Title
Michelle		Wallis	Director, Innovation and Development
Telephone #	Email address		FAX #
512-414-4851	michelle.wallis@austinisd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Mary	M.I.	Last name Thomas	Title Director, State and Federal Accountability
Telephone # 512-414-3280		Email address mary.thomas@austinisd.org	FAX #
Signature (blue ink preferred)		Date signed	

Mary Thomas May 23, 2018

701-18-113-006

Schedule #1—General Information

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For New School Planning models (Reset and Fresh-Start), the applicant provides assurance that they will launch or relaunch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Planning Grant funds will support the creation of the Austin Early Childhood Innovation Initiative, an IMO Partnership led by United Way for Greater Austin, in order to increase access to high-quality PreK for students in Austin Independent School District (Austin ISD), especially those zoned to attend Priority and Focus Schools. Research shows that high-quality PreK is the greatest predictor of academic success and student outcomes in 3rd grade Reading and Math. Through the planning process, the IMO will convene stakeholders and create a governance board with representatives from United Way, Austin ISD, participating CDCs, parents, and community leaders. They will develop a comprehensive organizational structure (IMO-led, in-district charter campus) for Austin ISD-CDC partnerships and provide the CDCs with support and improvement activities in three areas: (1) Administrative and Management Support, (2) Quality Improvements, and (3) Certified Teacher Recruitment and Professional Development. CDCs eligible for partnership must be either Texas Rising Star (TRS) 4-Star certified, NAEYC-accredited or a Child Inc/Head Start site. One goal of the Planning Grant is to identify not only those CDCs that currently qualify for partnership, but also those that approach qualifying that could be targeted for quality improvements to become NAEYC-accredited or TRS 4-Star-rated. Increasing the quality of PreK offered at these centers will increase the Kindergarten readiness of Austin ISD students, which is a goal stated in the Austin ISD Strategic Plan 2015-2020 as well as Campus Improvement Plans of all Austin ISD Priority and Focus Elementary Schools.

Budget: The budget for this grant consists of funding for two Austin ISD staff positions, supplies, and contracts with the IMO partner and the TEA-matched Technical Assistance provider. Austin ISD will employ a full-time Liaison to the CDCs who will assist in program operations. This grant will also fund a portion of the Austin ISD Chief Empowerment Officer of Portfolio Schools, who will oversee the program at a high level, monitor performance, and ensure alignment with the district's goals. The contract for the IMO partner anticipates funding for staff time and community engagement. The district anticipates the matched Technical Assistance provider will provide expertise in the IMO in-district charter process, governance structure, and SB 1882 funding and implementation.

Demographics: The students to be served by this Planning Grant are children who participate in PreK programs in CDCs throughout the city of Austin. The majority of these students are not yet enrolled in the CDC partnership project, and therefore, the demographics of these students are unknown. However, this Planning Grant will prioritize increasing the quality of PreK at CDCs that are in the neighborhoods that serve Austin ISD Priority and Focus Schools. The chart below shows the demographics for students enrolled in our Priority and Focus Elementary Schools: Barrington Elementary, Jordan Elementary, Norman Elementary, Oak Springs Elementary, Overton Elementary, and Pickle Elementary. These students are disproportionately Black or Hispanic, economically disadvantaged, and limited English proficient compared with the district. Increasing access to high-quality PreK in these communities will increase the number of students who are Kindergarten-ready, and therefore the likelihood of these students Meeting Grade-Level on 3rd Grade STAAR.

School Name	Asian %	Black or African American %	Hispanic %	White %	Economically Disadvantaged %	Limited English Proficient %
Barrington	3%	8%	84%	4%	98%	70%
Jordan	0%	18%	80%	1%	94%	69%
Norman	0%	50%	48%	1%	97%	28%
Oak Springs	1%	28%	68%	2%	99%	23%
Overton	0%	21%	76%	2%	93%	64%
Pickle	1%	6%	93%	1%	97%	80%
District	4%	7%	57%	29%	53%	27%

Needs Assessment Process: Increasing the Kindergarten readiness of Austin ISD students is a goal stated in the Austin ISD Strategic Plan 2015-2020 as well as Campus Improvement Plans of all Austin ISD Priority and Focus Elementary Schools. The District also participates in early childhood-specific needs assessment processes alongside community organizations, government agencies, and community members, such as the United Way Success By 6 initiative and the

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

School Readiness Action Plan (SRAP) community coalition. Through these efforts, surveys and focus groups have revealed parents need access to more high-quality, subsidized child care with well-educated caretakers. They identified high costs, long waitlists, low quality, and inconvenient hours and locations as barriers to obtaining quality child care. Parents also found half-day child care or PreK schedules difficult to manage while working. These needs have informed the development of this Planning Grant.

Management Plan: Several Austin ISD staff will be involved in oversight of this Planning Grant. The Chief Empowerment Officer of Portfolio Schools will provide oversight from a high level with an eye toward alignment with other initiatives across the district. The Early Childhood Director will ensure alignment with that department's goals, as well as administrative aspects related to co-enrollment in CDCs and Austin ISD that will be studied during the planning process. The Early Childhood CDC Liaison will continue to assist in quality monitoring and improvement of CDCs partnering with Austin ISD and provide keen insight into some of the barriers and opportunities that exist for dual enrollment. The IMO partner, United Way for Greater Austin (pending approval by the district), will employ a project manager who will be the point person for managing the IMO process and partnership for creating the in-district charter. The United Way Early Childhood Education Director and Chief Programs Officer will direct the IMO process, utilizing their expertise and experience working directly with CDCs to create a high-quality partnership structure.

Evaluation Plan: Data will be collected in three focus areas: (1) Administration and management of the PreK IMO Partnership; (2) Student enrollment at current and prospective partner CDCs; and (3) Quality levels at current and prospective partner CDCs, including the pipeline of certified teachers. Administration and management of this new IMO partnership will be measured by levels of community engagement in the process as well as meeting milestones such as completion of the Subchapter C Charter Application, formation of the governance board, application for SB 1882 benefits, and application for Transformation Implementation funding. Student enrollment counts at current and prospective CDCs will offer a baseline to set goals for increasing enrollment over time as we utilize data related to quality levels at current and prospective CDCs. Our goal is to increase the number of eligible CDCs through quality improvements and the number of CDCs that do choose to partner with the in-district charter campus through administrative and infrastructure improvements.

Statutory Requirements: Austin ISD will meet all statutory requirements of the School Transformation Fund Planning Grant Program: (1a) Increasing the number and quality of CDCs that partner with Austin ISD will increase the number of students who attend high-quality PreK, which will support the Campus Improvement Plans of the Priority and Focus Schools. (1b) Title I compliance and monitoring will be conducted by Austin ISD's Department of State and Federal Accountability, and the Chief Empowerment Officer of Portfolio Schools will monitor specific outcomes, as agreed upon in any agreements between the district and the IMO. (1c) Austin ISD will use a rigorous review process to recruit, screen, select, and evaluate the IMO partner and partner CDCs. (1d) The district will align other federal, state, and local resources to carry out activities supported with funds received. (1e) Partner CDCs will have the operational flexibility that enables full and effective implementation of plans created by this grant. (2) PreK quality improvements at CDCs will be rooted in evidence-based strategies.

TEA Program Requirements: All TEA Program Requirements are completely and accurately addressed within this application, including: identifying the IMO Partnership as the transformation model this grant will support; describing the vision for the PreK campus that will be created through this partnership; and how this grant aligns to the Theory of Action of the district, which is Managed Instruction, as well as the district's Strategic Plan.

This planning process will integrate two current ongoing efforts: the TEA-funded Austin ISD PreK Partnership program (which ends in June 2018) and United Way's Center Project. Merging these two efforts will accelerate the shared goals of improving the quality of PreK in the Austin area, increasing access to high-quality PreK, and ultimately, improving Kindergarten readiness. Planning Grant funds will enable us to leverage assets, resources, and relationships already established via the PreK Partnership program and the Center Project. During the Planning Grant period, the district will seek SB 1882 funding and Transformation Implementation funds to support the program. The newly created board of the IMO will also be tasked with ensuring funding from other sources is committed to the program.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

Grant period: July 9, 2018 to May 31, 2019

Fund code: 211

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$91,904	\$0	\$91,904
Schedule #8	Professional and Contracted Services (6200)	6200	\$200,000	\$0	\$200,000
Schedule #9	Supplies and Materials (6300)	6300	\$1,000	\$0	\$1,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$292,904	\$0	\$292,904
Percentage% indirect costs (see note):			N/A	\$7,096	\$7,096
Grand total of budgeted costs (add all entries in each column):			\$292,904	\$7,096	\$300,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director		1	\$15,350
5	Project coordinator	1		\$64,152
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				\$
16				\$
17				\$
18				\$
19				\$
20				\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$79,502
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$12,402
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$12,402
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$91,904

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$75,000
2	United Way for Greater Austin *Pending approval as IMO Partner	\$125,000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$200,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$200,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$1,000
Grand total:		\$1,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2,730	87%	Source: 2016-17 TAPR for Priority & Focus Elementary Schools to which CDCs would feed.
Limited English proficient (LEP)	1,937	62%	See comment above
Disciplinary placements	3	0%	See comment above
Attendance rate	NA	96%	See comment above
Annual dropout rate (Gr 9-12)	NA	N/A	Not applicable
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	128	64%	Teachers who would be directly impacted by the goals of this project are the PK3 and PK4 teachers at child development centers (CDCs). Data we do have available is indicated, but is incomplete. It is based on surveys conducted by United Way for Greater Austin of CDCs participating in a United Way partnership project. This survey included teachers of 0-5 yr olds, not just 3-5 yr olds. The needs assessment for this grant would require data collection re PK3 and PK4 teachers at CDCs. <u>Associate's Degree</u> not requested but is <u>22</u> and <u>11</u> %.
6-10 Years Exp.	32	16%	
11-20 Years Exp.	28	14%	
20+ Years Exp.	DNA	DNA	
No degree	122	61%	
Bachelor's Degree	50	25%	
Master's Degree	8	4%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☒ Private Nonprofit ☒ Private For Profit ☒ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1374	0	0	0	0	0	0	0	0	0	0	0	0	0	1374*

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
200	0	0	0	0	0	0	0	0	0	0	0	0	0	200**

*The number of students to be served is approximate and based on the number of students enrolled in current high-quality CDC partnership projects with United Way for Greater Austin and Child Inc (Head Start) centers, including those that currently co-enroll in the Austin ISD CDC campus, but not those who attend PreK on an Austin ISD campus. One goal of the Planning Grant is to identify not only those CDCs that currently qualify for partnership, but also those that approach qualifying that could be targeted for quality improvements and become NAEYC-accredited or TRS 4-Star-rated. This would impact the number of students to be served.

**The number of teachers to be served is approximate and based on data from a United Way partnership project. One goal of the needs assessment for this Planning Grant will be to collect reliable data on the CDCs, including teacher demographic data.

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Schedule #13—Needs Assessment

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Austin ISD - District and Campus Needs Assessment Processes

The Strategic Plan 2015- 2020 was developed over several months with input from the District Advisory Council and other stakeholders from across the community. The Five-Year Implementation Plan, which supports the Strategic Plan and was developed by the Administration, includes Strategies and Key Action Steps, with responsible offices identified for each Key Action Step. Other district plans, including the Budget, Campus Improvement Plans, and departmental plans, show alignment to the Strategic Plan. Campus Improvement Plans (CIP) are developed annually by the principal of each campus with the assistance of the Campus Advisory Committee (consisting of key stakeholders, including students, parents, teachers, staff and the greater community) for the purpose of improving student performance for all student populations. The CIPs prioritize needs that will serve students most at risk. Both the district-wide Implementation Plan and CIPs for the Priority and Focus Elementary Schools (Barrington, Jordan, Norman, Oak Springs, Overton, Pickle) indicate the need for PreK instruction and Kindergarten readiness. Note: This grant will not focus solely on these Priority and Focus Schools, but will instead prioritize planning for PreK at Child Development Centers that target the areas of Austin in which these Priority and Focus campuses are located.

The 2018 Implementation Plan indicates: "We will support early childhood, pre-K, and early grade levels to promote math and reading for all students [by] expand[ing] early literacy, early childhood education, and pre-K programs and locations." Five of the six CIPs of the Priority and Focus campuses plan to increase the percent of K-2 students who read at grade level by the end of the year. These same five schools also targeted social and emotional growth, a key component of PreK education, and seek to increase the percent of K-2 students who have an average of 3.5 or greater on an assessment of SEL personal development skills.

Community Needs Assessment Process

Both the Austin ISD Strategic Plan and campuses' CIPs recognize the role PreK plays in the academic trajectory for children entering Austin ISD Elementary Schools. E3 Alliance research (2016) in Central Texas shows Kindergarten readiness is more predictive of success in 3rd grade reading and math than any other demographic factor. Children in our community who enter Kindergarten ready are up to five times more likely to pass their 3rd grade STAAR (E3 Alliance). However, in Travis County only 46 percent of children are school-ready when entering Kindergarten, and this drops to 35 percent for children in low-income families (E3 Alliance, 2017). Participation in high-quality PreK decreases the achievement gap between low-income students and their more advantaged peers.

Austin ISD has collaborated with United Way for Greater Austin's Success By 6 initiative and the School Readiness Action Plan (SRAP) community coalition since 2011 to identify and implement strategies for increasing access to high-quality PreK. During the development of the 2015-2018 SRAP, surveys and focus groups revealed parents needed greater access to high-quality subsidized child care with well-educated caretakers. They identified high costs, long waitlists, low quality, and inconvenient hours and locations as barriers to obtaining quality child care. More recent focus groups with families that will inform the 2019-2024 School Readiness Action Plan continue to identify similar issues for parents. Parents also found half-day child care or PreK schedules difficult to manage while working.

A recent success of this community coalition work was the TEA PreK Partnership Planning Grant application with local Child Development Centers (CDCs) to open additional Austin ISD PreK classrooms at community-based centers. Formal and informal evaluation of the project revealed these centers meet the needs of parents; however, gaps were identified in the administrative and infrastructure support Austin ISD provides to CDCs whose students are co-enrolled, including but not limited to, support with the student enrollment process, communication, data sharing, management, and instructional support for the CDCs. Due to these challenges in the administration of the partnerships, Austin ISD is not able to scale this valuable partnership. Currently 11 CDCs serving 178 children participate, but there is the potential to include 49 centers that currently have the Texas Rising Star (TRS) 4-Star accreditation or NAEYC accreditation within AISD catchment. Quality improvements to TRS 3-Star and 2-Star centers would also increase the number of centers eligible to participate and increase enrollment even further.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p>Increase Kindergarten readiness of students enrolling in Kindergarten at Austin ISD Priority and Focus campuses.</p> <p>Attending high-quality PreK is the greatest determining factor in whether a child is school-ready upon entering Kindergarten (E3 Alliance, 2016).</p>	<p>This grant would enable Austin ISD and its IMO partner to take a systems-based approach to eliminating barriers and increasing access to high-quality PreK so the children are prepared for academic success. It would create a lasting structure and system of ongoing support for quality improvements at CDCs, thereby increasing the availability and likelihood of children receiving high-quality PreK.</p>
2.	<p>Parents are unable to access PreK 3 and 4 on Austin ISD campuses due to limited hours (only half-day) and location. High-quality accredited child care centers can meet this need, but aren't participating in the partnership.</p> <p>As of March 2018 there were 49 high-quality (TRS-4 or NAEYC) community-based centers in the Austin ISD enrollment area that could be prospective partners, yet only 11 actively participate in the partnership.</p>	<p>Grant would increase access by increasing number of full-day Austin ISD PreK spots at community-based centers by developing comprehensive organizational structure (IMO-led, in-district charter campus) for Austin ISD-CDC partnerships. This planning phase would include development of a plan to identify, recruit, and partner with additional TRS and NAEYC accredited providers that serve students who will attend Austin ISD Priority and Focus Elementary Schools. This project will also plan for improved outreach to families to make them aware of this option.</p>
3.	<p>Current AISD-CDC partnership structure unable to provide administrative support required to scale. Need to increase capacity and build infrastructure for Austin ISD/CDC partnerships.</p> <p>Evaluation of current partnership structure revealed limited administrative and management support from both Austin ISD and participating CDCs for administrative tasks, management, instructional support, professional development, and evaluation, resulting in CDCs willing to participate, but unable to.</p>	<p>Grant would plan for new administrative structure, processes, and communication strategies to address the administrative limitations of the CDCs and support coordination with Austin ISD. This will include the creation of an in-district charter led by United Way's Success By 6 initiative in partnership with its Center Project program.</p> <p>Project would also identify improvements for a streamlined registration process, systems integration, and communication and identify additional administrative support needed for outreach with families.</p>
4.	<p>No comprehensive system of support exists for quality improvements in CDCs.</p> <p>Because a center must be rated TRS-4 Star, NAEYC-accredited, or a Child Inc (Head Start) site in order to become an Austin ISD partner site, the pool of qualifying CDCs is small. There is financial incentive to achieve TRS-2 Star, but financial disincentive to improve quality past that rating.</p>	<p>This project will plan for a systems-level approach to quality improvement in community-based centers that allows individual centers to benefit from economies of scale and receive quality improvements in:</p> <ul style="list-style-type: none"> • Director and Staff Professional Development • Caregiver-Child Interactions • Curriculum and Data-based Progress Monitoring • Parent Involvement and Education
5.	<p>CDCs unable to recruit and retain high-quality teachers.</p> <p>Feedback gathered during assessment of Pathways Partnership showed centers with signed MOUs and willingness to participate were not registering students for Austin ISD PreK due to the inability to recruit and retain certified teachers.</p>	<p>This project will plan for increasing the pool of qualified candidates and developing a system for training and certification opportunities for existing teachers. During the planning, United Way will investigate: (1) targeted recruitment and onboarding for experienced, certified teachers; (2) support for alternative certification programs for current CDC staff; and (3) partnerships with institutions of higher education to create pipeline of certified teachers.</p>

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Schedule #14—Management Plan

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Austin ISD Early Childhood Director	Position requires a Master's degree in education with a minimum of five years of experience in school administration and a valid Texas Principal or Mid-management certificate. Specialized training in early childhood education preferred. Current director has 21 years of experience in education, with 16 years of administrative experience and six years as administrator of PreK center.
2.	Austin ISD Early Childhood Liaison to CDCs	Bachelor's degree required. Master's degree preferred. Texas Teacher Certification in Early Childhood. Minimum five years' experience in Early Childhood Education. Certification in CLASS preferred. Current liaisons have more than 30 years' experience in teaching, CLASS, coaching.
3.	Austin ISD Chief Empowerment Officer, Portfolio Schools	Master's degree in Education or related field required. Valid teaching certificate and mid-management certification required. Minimum five years' experience in a public education setting including experience as a campus or central office administrator. Knowledge of current innovations in public education and processes and systems used by public educational institutions.
4.	External: IMO Project Manager	Bachelor's degree required. Master's degree preferred. Minimum five years' experience in child care center administration, public school administration and/or charter school development, program development and implementation, and strategic planning.
5.	External: United Way Early Childhood Education Director	Experienced early childhood director and educator with Master's in Early Childhood Special Education, Texas Teacher Certification EC-6, Special Ed K-12, and ESL; manages Success By 6 Center Project supporting 21 centers and Early Matters Business Alliance; serves on School Readiness Action Plan (SRAP) Leadership Team and Austin National League of Cities PN-3 initiative.
6.	External: United Way Chief Programs Officer	Master's Degree in Human Development with emphasis in Early Childhood Education with 30 years' experience; head of United Way Success By 6 since 2005; facilitates community-vetted School Readiness Action Plan (SRAP) implementation and leads SRAP Leadership team.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Create in-district charter campus for CDC-based PreK classrooms	1. Develop IMO process, timeline with TA provider	7/9/18	9/30/18
		2. Engage existing CDC partners in planning	7/9/18	12/1/18
		3. Convene stakeholders to develop management plan	7/9/18	12/1/18
		4. IMO Board members recruited and trained	10/1/18	2/1/19
		5. IMO completes charter application	11/1/18	2/1/19
2.	Create administrative and management system for new PreK campus	1. Map current system, complete needs assessment	7/9/18	11/1/18
		2. Create administrative structure with stakeholders	10/1/18	1/31/19
		3. Create timeline, calendar for PreK campus staff	11/1/18	2/1/19
		4. Create communication system for PreK campus	11/1/18	2/1/19
		5. Setup data sharing for CDCs and charter campus	11/1/18	2/1/19
3.	Create quality improvement support system (see Obj. 5 for details on identifying partners)	1. Identify measures, timeline for quality assessment, coaching, and progress monitoring (e.g., CLASS, TEA PreKindergarten Self-Assessment)	7/9/18	12/1/18
		2. Align professional development opportunities for CDCs with AISD campus-based staff, identify gaps	12/1/18	4/1/19
		3. Create Professional Learning Community for CDC to use progress monitoring data to inform instruction	12/1/18	5/31/19
		4. Identify opportunities to utilize shared resources	7/9/18	5/31/19
4.	Create plan for monitoring/increasing school readiness at priority/focus campuses	1. Collect baseline data on Priority and Focus Schools	7/9/18	12/1/18
		2. Participate in Campus Advisory Committee work	7/9/18	5/31/19
		3. Engage families at Priority, Focus campuses as stakeholders in PreK charter campus	7/9/18	5/31/19
		4. Create plan for engaging families in Kinder transition	12/1/18	5/31/19
5.	Create pipeline of potential CDC partners	1. Identify CDCs that meet/approach standards for co-enrollment (TRS, NAEYC)	7/9/18	12/1/18
		2. Outreach to CDCs re interest to increase TRS rating	7/9/18	12/1/18
		3. Engage CDCs to identify barriers	7/9/18	2/1/19
		4. Develop streamlined co-enrollment process for CDCs	7/9/18	3/1/19
		5. Develop plan for implem. support to CDCs (Obj 3)	7/9/18	3/1/19
6.	Create plan for increasing number of certified teachers in CDCs	1. Hold focus groups with stakeholders to identify opportunities and barriers to certification	8/1/18	12/1/19
		2. Create plan to recruit already certified teachers	8/1/18	5/31/19
		3. Create plan for current CDC teachers to certification	8/1/18	5/31/19
		4. Work with IHEs on PreK teacher pipeline opportun.	8/1/18	5/31/19
7.	Finalize Transition Plan to IMO charter campus	1. Develop transition plan	7/9/18	2/1/19
		2. Complete internal, external communication plans	7/9/18	2/1/19
		3. Implement support structure for CDCs	7/9/18	4/1/19
		4. Charter campus ready for enrollment for SY19-20	3/1/19	4/1/19
8.	Identify implementation funding sources	1. Submit Letter of Intent to apply for SB 1882 benefits	7/9/18	10/1/18
		2. Submit materials for SB 1882 benefits to TEA	10/1/18	3/1/19
		3. Create prospect list of potential funding sources	12/1/18	5/31/19
		4. Business devel., fund solicitation with IMO Board	12/1/18	5/31/19
		5. Complete Transf. Fund Implementation proposal	3/1/19	5/31/19

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plans for feedback and continuous improvement within the Planning Grant period will reflect the system-wide continuous improvement structure in place for all Austin ISD campuses and initiatives. Data will be collected from numerous sources: reports on academic, attendance, discipline, health, and social and emotional indicators; campus program reports to the Superintendent; and surveys of staff, students, and parents. Austin ISD's system is supported by the Department of Research and Evaluation, who work closely with staff to collect and submit identified data in a timely fashion and meet regularly to monitor progress and make any adjustments as issues arise.

The Child Development Centers (CDCs) to be prioritized for quality improvements and enrollment in the charter campus are those that feed into the Priority and Focus Schools identified in the Executive Summary. With regard to campuses failing to meet accountability standards, such as Priority and Focus Schools, local regulations indicate that the "Superintendent shall...be expected to review schools with students who feed into Academically Unacceptable campuses to determine how best to strengthen the preparedness and readiness of students enrolling in the schools."

For plans to create an IMO to oversee a campus, the changes are required to be communicated publicly through a course of stakeholder meetings, via public vote at a Board meeting, and via communication by the Superintendent to all administrative staff, teachers, students, parents, and community members impacted. In preparation for the IMO partnership and in-district charter, the district and United Way will engage the community in stakeholder meetings regarding the proposed partnership, specifically those who enroll their children in CDCs to be affected and those whose children are zoned to attend Priority and Focus Schools. Regulations also require that "administration shall work with the Board to develop a performance monitoring system that includes performance measures and a reporting timetable to assist the Board in its governance responsibilities and to report to the public the District's progress toward achieving the established goals."

In this Planning Grant, Austin ISD will work with its IMO partner to ensure systems are in place for data collection, progress monitoring, and process improvement. IMO staff and district staff will collaborate to ensure the partnership is positioned for continuous improvement across five areas:

- 1) **Program Management** to monitor the IMO process and program operations;
- 2) **Strategic Focus** to ensure that the planning process is focused on goals, objectives, strategies, and outcomes;
- 3) **Community Engagement** to ensure the goals and services meet the needs of the community;
- 4) **Accountability** to determine assessments that will measure future intended outcomes; and
- 5) **Sustainability** to provide evidence of effectiveness to stakeholders and plans for future implementation.

The process outlined for this Planning Grant is a continuous improvement structure. Austin ISD seeks to gather feedback on current PreK partnerships with child development centers (CDCs), identify efficiencies and deficiencies in the system, and evolve the structure to increase enrollment in the IMO charter campus and, in turn, increase Kindergarten readiness for students feeding into Priority and Focus Schools. During the course of this Planning Grant, a formal feedback system will be employed that engages all stakeholders via monthly stakeholder meetings, including Austin ISD administrators, teachers and administrators of CDCs, teachers and administrators of Priority and Focus campuses, community leaders, and parents of PK3 and PK4 aged students in these communities. The aggregate of this feedback in addition to data collection through the needs assessment process will inform the creation of the new in-district charter, SB 1882 application and transformation implementation strategy planning, the administrative and management structure of the IMO, and strategy plans for increasing the number of high-quality CDCs eligible for partnership. Each step within the process includes opportunities for iterative feedback from the engaged stakeholder group, with the TEA-matched Technical Assistance Provider's input and guidance.

Feedback and continuous improvement for this Planning Grant will be monitored by the Austin ISD Early Childhood Director, Austin ISD Chief Empowerment Officer for Portfolio Schools, and the IMO project manager, in collaboration with the Technical Assistance Provider as applicable and the IMO governing board, once that structure is in place.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our district's goals through establishing an IMO partnership for an Austin Early Childhood Innovation Initiative are to increase the number of TRS-4 or NAEYC-accredited providers delivering high-quality, full-day PreK for children who feed into Priority and Focus Schools, and to prepare children to be Kindergarten-ready through expansion and quality improvement of providers. To that end, this planning process will integrate two current ongoing efforts: the Austin ISD PreK Partnership program (funded through June 2018) and United Way's Center Project. Merging these two efforts will accelerate the shared goals of improving the quality of PreK in the Austin area, increasing access to high-quality PreK, and ultimately, improving Kindergarten readiness. Planning Grant funds will enable us to leverage assets, resources, and relationships already established via the PreK Partnership program and the Center Project.

The goal of Austin ISD's TEA-funded PreK Partnership program (which ends in June 2018) has been to expand partnerships with local Child Development Centers (CDCs) by providing high quality professional development and coaching to Texas Rising Star 4-star (TRS-4) providers and assisting CDCs in pursuing TRS-4 status and subsequent partnership with the district. Austin ISD is committed to Kindergarten readiness as evidenced by allocation of local funds to cover the cost of full-day PreK supplementing the state's allocation for half-day. Austin ISD engages with a large number of community entities, primarily through the United Way Success By 6 collaboration, to identify needs and share training that will ensure consistency in curriculum and staff qualifications and also build on commitment to high-quality PreK throughout the community. Austin ISD understands that the public PreK program on the traditional campus site might not fit every family due to limited hours, so we are eager to collaborate with high-quality CDCs to provide additional options for parents in the Austin community. The district is eager to leverage this grant in order to streamline and solidify a framework for initiating, implementing, and expanding agreements with qualified PreK providers.

United Way's Center Project currently supports 21 high-quality centers in Austin with ongoing Technical Assistance in quality improvements and professional development. Many PreK Partnership CDCs have relied on this relationship with the Center Project and view Center Project staff as trusted advisors. The underlying structure of this integration began informally when Center Project CDCs also participating in the Austin ISD PreK Partnership utilized Center Project Technical Assistance in navigating their CDC's role in the Austin ISD-CDC PreK Partnership. Center Project staff served as an intermediary and, often, translator for CDC staff to better understand the Austin ISD system. The Center Project has been serving CDCs in Austin/Travis County since 2013, and the number of participating centers has continued to grow each year. In that time, the centers have eagerly committed to other quality improvement and professional development offerings.

The integration of these two existing programs will create a streamlined formal structure connecting the CDCs to Austin ISD and providing the CDCs with additional needed supports. Planning Grant funds will not be used to build this from the ground up, but rather to build on and formalize these quality improvement supports and, therefore, increase enrollment partnerships with CDCs. Neither Austin ISD or United Way will be supplanting funds.

Austin ISD and United Way will employ past successful methods to ensure participating CDCs remain engaged in this process. This will include deliberate outreach to current participants, surveys of participants as part of the needs assessment process, and engagement of participants of both projects in the stakeholder process for determining IMO governance and planning for SB 1882 accountability and transformation implementation. Additionally, the current partnering CDCs will also be a resource for CDCs exploring potential partnership and associated quality improvements. After the planning phase of the IMO Partnership is complete and implementation begins, the IMO will continue to engage the CDCs as crucial stakeholders in the project and anticipate their willingness to be resources for CDCs that will be targeted to become eventual partner sites. Moreover, the resources CDCs will be able to access, such as professional development and coaching and curriculum resources from the IMO and Austin ISD, will encourage commitment to the project as well.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Community engagement in IMO process	1.	Notice of plan to seek IMO and RFP published on Austin ISD website, as determined
		2.	Number of stakeholder meetings (planned to be held monthly)
		3.	Published agendas, minutes of stakeholder meetings on Austin ISD, United Way websites
2.	Increase number of Child Development Centers co-enrolling Austin ISD students	1.	Number of CDCs currently participating in charter campus that submit LOI to continue participation
		2.	Number of prospective CDCs targeted/identified for pipeline
		3.	Number of CDCs accepting enrollment as part of charter campus for SY 2019-20
		4.	Number of PreK seats available through CDCs for SY 2019-20
3.	Develop plan to ease administrative burden for co-enrollment on CDC management	1.	Feedback from centers, parents, and other stakeholders on enrollment, communication plan, and administrative burden
		2.	Number of centers providing positive feedback of streamlined enrollment process, communication plan, data integration system
		3.	Percent of parents providing positive feedback of streamlined enrollment process, communication plan, data integration system
		4.	Approval and adoption of final enrollment process, communication plan, data integration system by Austin ISD, IMO
4.	Develop plan to increase number of high-quality CDCs eligible for partnership	1.	Number of centers approving quality improvement system plan
		2.	List of centers targeted for quality improvements
		3.	Database of CDCs and their TEA High-Quality PreK Self-Assessments
5.	Develop plan to increase number of certified teachers at CDCs	1.	Data collection on teacher experience, education, and certification levels
		2.	Report on data collection distributed to stakeholders
		3.	Plan for increasing certified teachers included in implementation plan
6.	Complete required components of charter application	1.	Program design approved by IMO board
		2.	Financial plan approved by IMO board
		3.	Governance, operations, and capacity plans approved by IMO board
		4.	Community and parental involvement plan approved by IMO board
7.	Board approval of IMO as in-district charter	1.	Completion of Subchapter C Charter Application by IMO
		2.	Approval of charter application by Board in meeting minutes
		3.	Executed performance contract between IMO and Austin ISD
8.	Apply for SB 1882 benefits and transformation implementation funding	1.	Letter of Intent to TEA to apply for SB 1882 benefits
		2.	Submission of Phase 1 Materials to TEA
		3.	Submission of Phase 2 Materials to TEA
		4.	TEA approval of request for SB 1882 benefits
		5.	Application for Transformation Fund – Implementation funding
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data will be collected in three focus areas:

1. Administration and management of the PreK IMO Partnership
2. Student enrollment at current and prospective partner CDCs
3. Quality levels at current and prospective partner CDCs, including the pipeline of certified teachers

This data collection will support the overall goal of increasing Kindergarten readiness at Priority and Focus Elementary Schools.

(1) IMO Partnership: This Planning Grant for the Austin Early Childhood Innovation Initiative will include the creation of an in-district charter development taskforce composed of current CDC partners, Austin ISD Early Childhood Department staff, United Way Early Childhood staff, community leaders, parents, and other relevant stakeholders as identified. The taskforce will conduct a thorough assessment of the current administration and management system, identify opportunities and barriers for streamlining enrollment processes and CDC qualifications, and develop a new system for enrollment in and data collection from the in-district charter. The effectiveness of this system will be evaluated during the Planning Grant through test implementations, and feedback will be gathered through interviews and surveys.

(2) CDC Enrollment: The Planning Grant period will also include a data analysis of CDCs in the Austin ISD region to determine the centers that qualify for co-enrollment (as NAEYC-accredited, TRS 4-star, or Child Inc/Head Start) and plan for their inclusion in the IMO-led in-district charter PreK campus. We will also identify TRS 3-star and 2-star centers, focusing first on CDCs that serve children zoned to Priority and Focus campuses, and determine the barriers for these CDCs to become partners. To achieve this data collection and analysis, Austin ISD will enter into data sharing agreements with CDCs to obtain data on enrollment, attendance, demographic information of students and teachers, and student assessment data.

(3) CDC Quality: During this planning process, currently participating CDC partners and targeted prospective CDCs will conduct TEA High-Quality PreKindergarten Self-Assessments. Data from these assessments will be used to create a quality improvement support plan for each CDC and also to understand any larger-scale deficiencies that may be more appropriately addressed at the IMO level rather than at the individual CDC level, such as professional development needs. One known barrier to achieving TRS-4 status is the lack of teacher credentials at CDCs. As part of this Planning Grant, the task force will conduct a more in-depth assessment of the workforce at CDCs in order to create an accurate picture of teacher credentials and understand barriers to staff obtaining teacher certification. This will be done in conjunction with United Way's ongoing work in this area as well as community partners, such as Workforce Solutions Capital Area.

To establish baseline measures for Kindergarten readiness among students at CDCs, Austin ISD will collect on a quarterly basis from CDC partners any assessment data that is collected by partner or prospective partner CDCs, such as CLASS and PreK CLI Engage pre-reading assessment data. To facilitate this, Austin ISD, in conjunction with the taskforce, will provide a standard reporting instrument on which CDCs can report aggregate student data.

Project delivery will be closely monitored by the IMO Project Manager, Austin ISD Early Childhood staff, and United Way staff, as leaders of the taskforce. With each iteration of the transformation strategy plan, stakeholder input will be solicited, especially from the partner CDCs in order to gauge actual experience and feedback from those implementing quality improvement and dual enrollment practices. CDC partner feedback will be important for gathering feedback on data sharing methods and refining those processes and methods prior to the transformation implementation plan being finalized. The iterative, data-driven, and feedback-driven process taking place during the Planning Grant phase will be a tremendous asset moving forward toward finalizing the Implementation Plan. The IMO Project Manager will be responsible for creating, collecting and sharing, as applicable, all documentation, including meeting agendas, minutes, stakeholder feedback, charter application, and SB 1882 and transformation implementation funding requests.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Austin ISD will partner with an IMO to create an in-district charter campus consisting of PK3 and PK4 students attending qualifying Child Development Centers (CDC). The IMO will target and prioritize CDCs that serve Priority and Focus Schools for quality monitoring and improvement and eventual co-enrollment in the IMO charter campus. The IMO will consider the Campus Improvement Plans of the identified campuses in order to understand gaps in Kindergarten readiness and aim to increase the quality of CDCs, which will, in turn, impact the Kindergarten readiness of these students. This response outlines the support and improvement activities that will be targeted toward the CDCs.

Through the planning process, the IMO will convene stakeholders and create a governance board with representatives from United Way, Austin ISD, participating CDCs, parents, and community leaders. The taskforce will plan for this charter campus to provide the CDCs with support and improvement activities in three areas: (1) Administrative and Management Support, (2) Quality Improvements, and (3) Teacher Recruitment and Professional Development.

Administrative and Management Support

CDCs in Austin/Travis County are traditionally small businesses or nonprofits with limited administrative capacity. Frequently, centers have only one administrative staff member responsible for oversight of the entire organization. The current CDC partnership structure with Austin ISD provides limited administrative and management support from Austin ISD and increases the administrative and management burden on both sides. Through this Planning Grant, the IMO in-district charter will develop an independent administrative and management structure that will serve as the link between the CDCs and Austin ISD and offer administrative support to the centers. Specifically, the IMO will streamline the enrollment process and establish a clear system of communication between the Austin ISD Early Childhood Department and CDC staff. Easing the administrative burden on and building the capacity within centers to partner with Austin ISD will increase the number of centers co-enrolling in Austin ISD PreK and enrolling at capacity.

Quality Improvements

A 2017 Workforce Solutions study in Dallas and Tarrant Counties found a financial incentive for centers to achieve the TRS 2-Star rating, but a lack of financial incentive to increase quality to 3-Star or 4-Star. Anecdotal data shows similar issues in Austin/Travis County and is represented in the low level of centers with TRS 4-Star ratings. To better understand the nature of improvements needed, the IMO will request that current PreK Partnership CDCs and recruited prospective CDCs undertake the TEA High-Quality PreKindergarten Self-Assessment to identify individual quality improvement opportunities as well as trends. Using this data, United Way will identify centers that can undertake NAEYC accreditation or improve their TRS ratings from 3 to 4 within the next two years and also determine the barriers impeding quality improvements. This will serve as the basis for the development of a support system integrated into the existing United Way Center Project serving high-quality centers. The quality improvement support system will focus specifically on areas tied to student outcomes including CDC staff quality and training, caregiver-child interactions, curriculum, and family engagement and education. This Planning Grant will also offer the opportunity to determine best use of transformation implementation funds and SB 1882 funds that will enable the IMO to invest in quality improvement.

Teacher Recruitment and Professional Development

CDCs are unable to dual enroll Austin ISD students and participate in the in-district charter if they do not have certified teachers. Through this Planning Grant, a system to support centers in recruiting, developing, and retaining certified teachers will be developed. This will include identifying opportunities to incentivize Early Childhood-6th grade (EC-6) certified teachers to take PreK positions and creating professional development opportunities in early childhood education before placing these teachers in the classroom. United Way will also expand its current partnerships with TAEYC, Workforce Solutions, Huston-Tillotson University, and Austin Community College to increase the number of current CDC teachers completing alternative certification programs. The planning process will also explore opportunities to develop an Early Childhood-3rd grade (EC-3) certification with The University of Texas.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-901

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CDCs that partner with Austin ISD do not receive Title I, Part A funds. The Austin ISD Central Office does not allocate Title I, Part A funds to PreKindergarten, although an individual campus may allocate Title I funds to its PreKindergarten program. Because this application for a Planning Grant for the Austin Early Childhood Innovation Initiative will not directly serve students attending campuses that receive Title I, Part A funds (because it directly impacts students attending PreK at CDCs), our response to this question will indicate, broadly, how Austin ISD monitors Title I, Part A funds and school improvement plans at campuses that receive Title I, Part A funds, such as the Priority and Focus Elementary Schools to which the CDCs feed.

Each campus receiving Title I funds is assigned to a professional staff member in the Department of State and Federal Accountability who assists the campus and oversees use of Title funds. This includes monthly monitoring visits and budget reviews to ensure funding is being spent and spent correctly. Oversight of allowable expenditures and staffing is completed through review of supplemental pay, requisitions, and other instruments for requesting funds. Additionally, the Director of State and Federal Accountability holds multiple webinars and face-to-face meetings each year to educate campus staff on allowable expenditures. Expenditures should be in alignment with each campus's Campus Improvement Plan.

Campus Improvement Plan

Each school year the principal of each campus, with the assistance of the Campus Advisory Council, must develop, review, and revise the Campus Improvement Plan (CIP). The purpose of this plan is to improve student performance on the state's student achievement indicators for all student populations, and to improve performance on any other performance measures for special needs populations. The CIP is supportive of the objectives of the district's Strategic Plan.

The Campus Improvement Plan:

- assesses the academic achievement of all students;
- sets the campus performance objectives;
- identifies how campus goals will be met;
- determines the resources and identifies the staff needed to implement the plan;
- sets timelines for reaching the goals and measures progress;
- provides for a program to encourage parental involvement; and
- includes goals and methods for violence prevention and intervention on campus.

District and campus improvement plans must address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The district-level and campus-level committees involve parents and family members of district students in the development of these plans and in the process for campus review and improvement of student academic achievement and campus performance.

Campus Monitoring and Interventions

Campuses rated Improvement Required in the most recent or prior school year by the State accountability system and campuses designated as Focus or Priority campuses in 2017 by the Federal accountability system must engage in the Texas Accountability Intervention System (TAIS) in the current school year. A campus rated Improvement Required by the State accountability system for two consecutive years must also develop a Turnaround Plan in the current school year. At the end of the current school year, if the campus earns its third consecutive rating of Improvement Required, then it must implement the Turnaround Plan. Parents, community members, teachers, and CAC members have the opportunity to provide input on the campus Targeted Improvement Plans and Turnaround Plans, including sharing concerns and possible solutions for improvement.

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Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IMO Partner Selection

The Austin ISD Contract and Procurement Services Office will determine and manage the process for recruiting, screening, selecting, and evaluating the IMO partner for the district. This office may begin the process by publicly posting a Request for Proposals (RFP). Competitive solicitations such as Invitation for Bids (IFB) and RFPs are advertised under Texas Education Code 44.031. All competitive solicitations are advertised in the *Austin American-Statesman* newspaper.

The RFP will contain Background Information and a detailed Scope of Service and Performance Requirements. The RFP requests the following be included in a response to the RFP: (1) Summary of Experience; (2) Scope of Service; (3) Financial Proposal; and (4) References.

Additionally, the following executed forms are required to be submitted:

- Offer Certification
- Notification of Criminal History of Contractor
- Debarment, Suspension and Ineligibility Certification
- CTPA Adoption Clause
- Interlocal Cooperative Agreement Clause
- W-9
- Conflict of Interest Questionnaire (CIQ). The CIQ is prepared by the Texas Ethics Commission, in compliance with House Bill 914, Chapter 176 of the Texas Local Government Code.

Austin ISD utilizes a negotiated procurement and, as such, the award will not necessarily be made to the offeror submitting the lowest priced proposal. Austin ISD will evaluate each Contractor's proposal in the areas of the proposed plan, experience/service capabilities, and best value on the following pre-determined criteria: (1) Proposed Plan; (2) Contractor's Capabilities; (3) Proposed Products; and (4) Financial Proposal. The Evaluation Team generally includes three to five members. A representative from Contract and Procurement Services will be available as a non-voting member to facilitate communications with the vendors who submitted proposals, advise on procedural matters, and ensure the process complies with statutory and policy requirements. Product and service expertise and diversity will be considered in team composition. Evaluation Team members are required to read and fill out the Nepotism and Non-Disclosure Statements.

Public notice of the recommendation for award is made by posting the agenda for Board Meetings if the amount is over \$100,000 and requires Board approval. An official notice of award will be issued to awarded vendors within three days of the Board meeting.

Child Development Center Partner Selection

Child Development Centers eligible for partnership are those that have achieved 4-Star Rating in the Texas Rising Star (TRS) rating program or National Association for the Education of Young Children (NAEYC) accreditation, or are Child Inc (Head Start) sites. By meeting federal Head Start requirements, Child Inc sites exceed the requirements for a TRS 4-Star rating. The TRS certification applies for three years with an annual monitoring visit. The NAEYC accreditation is good for five years with annual monitoring. The taskforce created for the Austin Early Childhood Innovation Initiative, in conjunction with Austin ISD, will determine minimum threshold qualifications for CDC partners who do not yet have the TRS 4-Star Rating, NAEYC accreditation, or Child Inc status, but who wish to be considered for quality improvements and future eligibility for partnership.

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Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the state provides funding for half-day PreK for four year olds. Austin ISD funds the remaining half-day of PreK-4 with local funds, creating a full-day PreK-4 program at Austin ISD campuses. Austin ISD has partnered with United Way for Greater Austin and other private funders to fund startup expenses for PreK classrooms for three year olds at 20 campuses and uses state ADA to fund ongoing expenses (teachers) for half-day PreK-3. There are a limited number of classrooms that offer full-day PreK for 3 year olds through partnerships with Head Start for the other half of the day.

The IMO planning process and approval of the IMO partnership as a Subchapter C Charter will enable Austin ISD to apply for SB 1882 benefits. SB 1882 will allow the district to receive for each student in average daily attendance at the campus the amount of state funding to which an open-enrollment charter school would be entitled. For Austin ISD, this is estimated to be an additional \$600-700 per student per year that would not be subject to recapture.

The addition of SB 1882 funds on top of the ADA funding a CDC could receive by participating in the in-district charter campus will allow a CDC to fund/support quality improvements of its PreK program. The funds may be used for compensation for certified teachers and other staff so that it is more commensurate with district staff. (Currently, average CDC staff pay is \$10-\$14 per hour, which makes recruitment and retention of staff with appropriate teaching credentials extremely challenging.) Funds may also be used to improve and maintain other quality initiatives in the CDC, such as professional development, coaching, paid planning time, and purchase of materials and curriculum. The additional SB 1882 funding may also allow for increasing the number of hours each day that students are being taught by a certified teacher. CDCs receiving Head Start or Child Care Subsidy funds for students will be able to offer full-day care outside of the PreK hours. This Planning Grant will include planning for determining best use of funds so that we can have the greatest impact on our students.

This Planning Grant will also build upon the 2016-2018 TEA PreK Partnerships Grant that the district was awarded that ends in June 2018. While those funds will no longer be available to support the PreK program, this grant is in alignment with how those funds were spent and builds upon the success of that project.

The IMO partnership with Austin ISD will support CDCs that receive Head Start or Child Care Subsidy funds to ensure that they meet all expectations and requirements for these local sources as well as Child Care Licensing requirements for these facilities. The IMO will also support CDCs in complying with federal and state food program requirements.

At the end of the Planning Grant period, Austin ISD intends to apply for Transformation Funds for Implementation to implement the plans of the IMO partnership and increase access to high-quality PreK, prioritizing students who will attend Priority and Focus Elementary Schools. This Planning Grant will not only create an IMO to run the in-district charter campus, but will also allow invested stakeholders to work with Austin ISD and United Way to create a framework and strategy for increasing the quality of PreK at the CDCs, increasing teacher quality at the CDCs, creating a pipeline for CDCs to undergo quality improvements, streamlining the enrollment process for co-enrollment, and ultimately, increasing the number of students accessing high-quality PreK in Austin. Implementation grant funds would enable the IMO and the district to capitalize on these efforts to increase the number of students who enter Kindergarten at these Priority and Focus Elementary Schools prepared to succeed.

The alignment of these federal, state, and local funds will enable an accelerated and more efficient expansion of high-quality PreK in Austin. Quality improvement of the CDCs will be sustained far beyond the grant period.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Austin ISD fully supports the plans of the IMO to engage stakeholders in establishing new or modified processes, practices, and policies in order to increase enrollment in high-quality PreK that increases Kindergarten readiness of Austin ISD students, specifically those who will enroll in Priority and Focus Schools.

The Planning Grant period will be utilized for determining the extent to which operations of the CDCs or district should be modified in order to best serve our students. In the district's current relationship with CDC partners, each CDC maintains autonomy over their budget, staffing, academic program, and schedule. The district anticipates that this operational flexibility would continue according to a set of common guidelines within each realm. When developing possible guidelines, considerations will include minimum staffing requirements for teachers, required participation in a subset of professional development activities, and scheduling that meets required funding standards, among others.

For example, current partner CDCs often run year-round programs with full day schedules (7:30 a.m. - 5:30 p.m.) available while the PreK programming is limited to specific hours of the day within the classrooms. Flexibility in staffing may involve hiring certified teachers for part-time positions within CDC classrooms in order to meet statutory hour requirements for PreK without the obligation of a full-time position. Classrooms may be mixed age and serve both three- and four-year olds in the same classroom with the same teacher. Partner CDCs currently may choose their curriculum from among those that have been approved by the Commissioner.

The district anticipates that budgeting authority will be maintained independently at each CDC, and each partner CDC will have authority to use SB 1882 and state funding dollars to support quality initiatives independent of Austin ISD and the IMO partner as long as they also maintain and meet the requirements of the partnership. Each CDC also may offer independent professional development in addition to participation in the professional development offered or required by the IMO.

As part of the Planning Grant initiative, Austin ISD will take part in stakeholder meetings facilitated by United Way and be receptive to the recommendations developed through focus groups, surveys, and other forms of feedback that may suggest modifications to the district's enrollment process, communications, and data collection among other operational areas. The district anticipates modifications to district communication in order to effectively promote high-quality PreK options at CDCs. Depending on stakeholder feedback and recommendations, the district will support other initiatives and changes that will strengthen effective implementation of this partnership, such as streamlining enrollment processes and a more robust family and community engagement initiative.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 2: Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through this grant, Austin ISD, United Way, and community stakeholders will undertake a planning process to increase the number of high-quality CDCs whose students will enroll in the in-district charter. The Austin Early Childhood Innovation Initiative will conduct a needs assessment using evidence-based indicators and measures of quality and then prioritize evidence-based strategies that support high-quality PreKindergarten practices. High-quality PreK is important because Kindergartners with PreK are three times more likely to be Kindergarten-ready, and Kindergarten readiness is highly-predictive of 3rd grade school success. In Travis County, the rate of Kindergarten readiness is only 46%, and this drops to 35% among low-income families (E3 Alliance, 2017).

During the planning period, CDCs participating in the current PreK Partnership with Austin ISD, as well as CDCs targeted for participation in the partnership, will undertake the TEA High-Quality PreKindergarten Self-Assessment, a PreK evaluation instrument designed by the Texas Education Agency to identify individual quality improvement opportunities and trends. The quality measures used by TEA in this assessment align with the Texas Rising Star (TRS) Ratings, an evidence-based quality rating and improvement system designed to measure the quality of child care programs and provide professional development to help these programs improve the quality of care they offer to children and families. Based on the results of these self-assessments, United Way will develop a system of support to assist centers in achieving a higher TRS rating or national accreditation (i.e., NAEYC), which is an evidence-based measure of high-quality child care programs. A center must have a TRS 4-Star rating or NAEYC accreditation or be a Child Inc (Head Start) site in order to co-enroll its students in the in-district charter campus.

Recent research by the E3 Alliance indicates increased likelihood of future academic success for three year olds and four year olds who attend full-day PreK, access two years of PreK instruction, and are in a class with a low student-teacher ratio ("Predicting Student Success," 2016). This planning process will also explore ways to increase teacher quality at CDCs. Research indicates that "teachers' specialized knowledge about child development and instruction for young children is particularly important. Both the Institute of Medicine and the National Research Council recommend that states align qualifications for educators of children from birth to age eight, with all lead teachers having a bachelor's degree and specialization in early childhood. Well-prepared teachers have the knowledge and skills to provide engaging interactions and classroom environments to support children's learning" ("The Building Blocks of High-Quality Early Childhood Education Programs," Learning Policy Institute, 2016). A meta-analysis of multiple studies of teacher education levels and student outcomes shows that teachers who have a Bachelor's degree have significantly greater outcomes than teachers without a degree (National Institute for Early Education Research, 2007).

Austin ISD also utilizes the CLASS assessment, developed by education researchers at the University of Virginia's Center for Advanced Studies in Teaching and Learning, to assess teacher-child interactions, measure their quality, and turn those metrics into meaningful suggestions for improvement. Austin ISD CDC Liaisons, who are CLASS-certified, perform the assessment and also provide follow-up coaching with current PreK partner CDC teachers. CDCs eligible for enrollment in the in-district charter will use TEA-approved curricula, monitoring tools, and data-informed progress monitoring. Kindergarten readiness will be assessed using a TEA-approved tool, to be determined during the planning period, possibly the Texas Kindergarten Entry Assessment (TX-KEA), for which Austin ISD was a pilot site in 2017-18. This assessment would be administered at the beginning of the Kindergarten year.

The Planning Grant period will also be used to explore how to provide Social and Emotional Learning support through mental health consultation as well as improve Kindergarten transition activities from community-based CDCs to the Priority and Focus campuses. Recent research indicates there are "critical discrepancies in the way that transition activities are utilized across schools... The finding that schools serving greater percentages of students of color, ELLs, and students from economically disadvantaged backgrounds provide fewer transition activities suggests a need for an improved focus on equity in the transition to kindergarten" ("Facilitating the Transition to Kindergarten," American Educational Research Association Journal, 2016). Preparing both students and families for the transition to a Kindergarten campus is an important component of family engagement which should be facilitated by the CDC and district in partnership.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Planning☐ P2 Partnership☒ IMO Partnership**New School Planning**☐ Reset☐ Fresh-Start**Transformation Planning**☐ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

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Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The creation of the Austin Early Childhood Innovation Initiative and in-district charter will have a significant impact on the participating CDCs. Three years from now, due to the work of the IMO and other stakeholders, we anticipate an increase in the number of high-quality centers with NAEYC accreditation or TRS-4 ratings. These centers will have more highly trained and certified teachers employing research-based, developmentally appropriate practices and implementing higher-quality curricula. Student-to-teacher ratios will be lower due to additional funds available through the IMO structure, and students will experience more individualized instruction. Progress monitoring of both teachers and students will be more reliant on regular assessment and data. Centers will have developed more effective methods of parent involvement and education. Through the facilitated communication and decreased administrative burden between Austin ISD and the CDCs, more centers will dual enroll Austin ISD PreK students, and more children in our community will have access to two years of high-quality, full-day PreK that will result in improvements in Kindergarten readiness and other student outcomes.

The changes are likely to take several years to show significant outcomes, as the quality improvements at the CDCs will occur incrementally. The Priority and Focus Elementary Schools will see improvements in their Campus Improvement Plan goals as the number of Kindergarten-ready children entering their classrooms increases over time. Three years following the completion of this Planning Grant, the first cohort of children to receive high-quality, full-day PreK in CDCs participating in the in-district charter will be completing first grade and advancing to second grade. The Priority and Focus Elementary Schools these students attend will see increased numbers of children entering Kindergarten school-ready and will see a corresponding increase in Kindergarten and first grade students who read at grade level and who have an average of 3.5 or greater on Social and Emotional Learning personal development skills. By the end of the fifth year, we anticipate increases in Grade 3 STAAR reading assessments.

A critical factor for increasing the quality of a PreK program is access to a highly-effective teacher. CDCs that are current partners in Austin ISD PreK have teachers certified in Early Childhood-6th grade (EC-6) or enrolled in an Alternative Certification program for EC-6 Certification. Staff at TRS-4 and/or Nationally Accredited (e.g., NAEYC) centers are required to be pursuing college hours related to child development and/or early childhood education including but not limited to a Child Development Associate (CDA) or Associates or Bachelors in ECE, Child Development, or a related field. These standards, in conjunction with experience working in a licensed CDC, ensure specific knowledge and competencies to establish a high-quality learning environment with planning and instruction to meet the unique developmental needs of PreK students.

However, most CDCs are not nationally accredited and are not TRS-4 star centers. Most CDCs typically employ staff with an Associate's Degree. Therefore, as part of the planning process, stakeholders would develop a process toward ensuring all teachers have or are on track to receive a CDA at a minimum in addition to the teaching credential plus 30 hours of professional development related to high-quality early childhood programs. While teachers will remain employed by CDC partners through the in-district charter, United Way will assist CDCs with staff recruitment and training. Additionally, as the new Early Childhood-3rd grade (EC-3) teacher certification becomes available, United Way will explore partnerships for involving CDCs with Educator Preparation Programs (EPP) such as The University of Texas at Austin and Huston-Tillotson University, with CDCs potentially serving as practicum sites. In addition, United Way will seek to create an innovative pathway for CDC staff with Associate's Degrees to enter EPPs for the EC-3 credential. CDC staff will also receive ongoing coaching and mentoring using an evidence-based model such as CLASS that is data-driven. The planning process will also develop plans for establishing specific Professional Learning Communities for both CDC directors and teachers to support high-quality implementation in the CDC setting and provide ongoing training and support on Social and Emotional Learning and cultural competencies.

With the addition and cultivation of high-quality teachers at CDCs, more CDCs will qualify for higher accreditation ratings, and, therefore, become eligible to join the in-district charter, which will increase the number of students receiving high-quality PreK through the charter campus.

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TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This Planning Grant for the Austin Early Childhood Innovation Initiative aligns to and accelerates the district's Theory of Action and Strategic Plan by aligning much-needed resources at the beginning of a child's learning experience, in PreK.

Theory of Action: To achieve Austin ISD's vision, commitments, and desired student outcomes in accordance with the district's core beliefs, the Board adopted Managed Instruction as the district's Theory of Action for teaching and learning. Managed Instruction promotes the alignment of curriculum, instruction, assessment, intervention, and professional development. The District facilitates the alignment of resources to provide differentiated levels of services to campuses and to close student achievement gaps, graduate students on time, and prepare them for college, career, and life. Additionally, the District's Managed Instruction Theory of Action is aligned to support students' development of social and emotional learning competencies. Austin ISD also has a Lone Star Governance Certificate.

Campus Improvement Plan: In alignment with the district's Theory of Action, each school year the principal of each campus, with the assistance of the Campus Advisory Council (CAC), must develop, review, and revise the Campus Improvement Plan (CIP). The purpose of the CIP is to improve student performance on the state's achievement indicators for all student populations and improve performance on any other measures for special needs populations. The CIP: assesses the academic achievement of all students; sets campus performance objectives; identifies how campus goals will be met; determines the resources and identifies the staff needed to implement the plan; sets timelines for reaching goals; measures progress; provides for a program to encourage parental involvement; and includes goals and methods for violence prevention and intervention on campus. CACs involve parents and family members in the development of the CIP and in the process for campus review and improvement of student academic achievement and campus performance.

The CIPs of Priority and Focus Elementary Schools have identified the need to increase K-2 students who read at grade level by the end of the year, which is directly linked to attending high-quality PreK, as well as social and emotional growth, which is also a key component of high-quality PreK education.

Campus Monitoring and Interventions: In 2017-18, Austin ISD had 15 campuses identified as either Priority Schools (6) or Focus Schools (9). This represents 11.5% of Austin ISD's 130 campuses. Enrolled at these Priority and Focus Schools are 8,523 students, representing 10.6% of students enrolled in Austin ISD (2017-18).

Campuses rated Improvement Required in the most recent or prior school year by the State accountability system and campuses designated as Focus or Priority campuses in 2017 by the Federal accountability system must engage in the Texas Accountability Intervention System (TAIS) in the current school year. TAIS is a continuous improvement process that consists of data analysis, needs assessment, improvement planning, and implementation and monitoring of a Targeted Improvement Plan. A campus rated Improvement Required by the State accountability system for two consecutive years must also develop a Turnaround Plan in the current school year. At the end of the current school year, if the campus earns its third consecutive rating of Improvement Required, it must implement the Turnaround Plan.

Parents, community members, teachers, and CAC members have the opportunity to provide input on the Targeted Improvement Plans and Turnaround Plans, including sharing concerns and possible solutions for improvement. The plan adopted for each campus is highly individualized and includes: goal setting and summative conferences held with the principal to review campus student achievement data and strategies to continuously improve; weekly to bi-weekly campus visits focused on instructional and operational next steps using the clinical supervision model; coaching support for faculty; direct Professional Learning Community support and resources for planning; required submission of critical response plans to dashboards, ISIP, and MoY data; data analysis training; and targeted professional development.

Planning for a high-quality PreK experience that meets the needs of the student and family by expanding Austin ISD PreK beyond the walls of our traditional campus sites and into the Child Development Centers families rely upon for extended hours and locations nearby their workplace promotes equity and excellence for all students. When children enter Kindergarten academically, socially, and emotionally prepared, they are far more likely to achieve higher academic outcomes in elementary school and beyond.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 227-901		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 227-901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Attachments**Austin ISD / 2018-2019 School Transformation Fund – Planning**

1. Eligibility for Statutory or Priority Points
2. Letter of Support from Superintendent

Eligibility for Statutory or TEA Priority Points

Statutory or TEA Priority for All Applicants	Documentation
The applicant has, on the due date of the application for the grant, an active Lone Star Governance Certificate, as verified by TEA.	On file at TEA.
<p>The applicant intends to use school improvement funds in its Priority and/or Focus Schools to implement the transformation model at a high-need campus.</p> <ul style="list-style-type: none"> • 2017–2018 Priority & Improvement Required Campus Designation • 2017–2018 Priority Campus Designation (not Improvement Required) • 2017–2018 Focus & Improvement Required 2+ Campus Designation • 2017–2018 Focus Campus Designation (not Improvement Required) <p>Campuses need to be identified in Schedule #5—Program Executive Summary. The 2017–2018 Priority Schools list, the 2017–2018 Focus Schools list, and the 2016–2017 Campus Accountability Rating will determine if priority points are awarded.</p>	<p>See Schedule #5: Program Executive Summary.</p> <p>2017-18 Priority and Focus Schools are the priority of the Austin Early Childhood Innovation Initiative.</p>
<p>The applicant has a high percentage of 2017–2018 Priority Schools and/or 2017–2018 Focus Schools:</p> <ul style="list-style-type: none"> • Greater than 10% of the applicant's campuses are identified as 2017–2018 Priority and/or 2017–2018 Focus Schools <p>The 2017–2018 Priority Schools list and the 2017–2018 Focus Schools list will determine if priority points are awarded.</p>	<p>See Schedule #17: TEA Program Requirement 2.</p> <p>In 2017-18, Austin ISD had 15 campuses identified as either Priority Schools (6) or Focus Schools (9). This represents 11.5% of Austin ISD's 130 campuses.</p>
Statutory or TEA Priority for Partnership Planning Applicants	
<p>For applicants selecting P2 Partnership or IMO Partnership, the applicant identifies a proposed partnership meeting one of the following criteria:</p> <ul style="list-style-type: none"> • An early childhood innovation zone serving pre-k 3 or pre-k 4 students and identifying at least two 2017–2018 Priority or Focus Elementary Schools which benefit from the zone. These benefiting campuses need to be identified explicitly in the executive summary; or • The identification of a partner, as designated in Schedule # 5 Program Executive Summary, which qualifies as an open-enrollment charter school with performance in the top quartile (25%) as measured in the 2017 Accountability Rating System. 	<p>See Schedule #5: Program Executive Summary.</p> <p>Proposed IMO Partnership is for an early childhood innovation zone serving PreK-3 and PreK-4 students.</p> <p>Partnership will target six Priority and Focus Elementary Schools.</p>
<p>For applicants selecting P2 Partnership or IMO Partnership, the applicant may receive priority points for the following:</p> <ul style="list-style-type: none"> • A letter of support from the superintendent as attachment to the grant application 	<p>See attached Letter of Support from the Superintendent.</p>



Office of the Superintendent

May 29, 2018

Texas Education Agency
Division of System Support and Innovation
1701 North Congress Avenue
Austin, Texas 78701

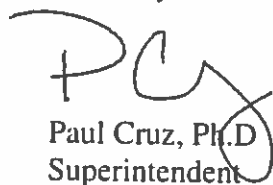
Dear Mr. Dawson:

As the superintendent of Austin Independent School District (Austin ISD), I am writing to express my support for the 2018-2020 School Transformation Fund – Planning Grant application. The partnership between Austin ISD and United Way for Greater Austin will help better prepare our youngest students to enter elementary schools ready to learn and achieve at high levels.

I support the goals and project activities proposed in the School Transformation Fund – Planning Grant application and confirm my commitment to ensuring the initiative is implemented with fidelity in Austin ISD. Building upon a long-standing partnership with United Way, grant funds will allow for planning of a virtual campus operated by United Way that recruits and retains certified early childhood education teachers and provides both administrative and instructional support to teachers in our partner Child Development Centers (CDCs) that offer full-day Pre-K. Planning funds will enable us to collaboratively plan for an alternative governance and management structure for CDCs that is more efficient and effective. As a result of these efforts, we expect to increase enrollment of our youngest students in Pre-K and improve their readiness to learn when they enter Kindergarten at schools across the city, including several Priority and Focus Schools.

At Austin ISD, we are reinventing urban education. This grant opportunity squarely aligns with the district's strategic plan and our commitment to achieve excellence by delivering high-quality education to every student that is individualized and done in partnership with stakeholders. Thank you for considering Austin's proposal to plan for an innovative partnership with United Way for Greater Austin.

Sincerely,



Paul Cruz, Ph.D.
Superintendent